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A study outline plan for three different kinds of educational parks--(1) the horizontal type, (2) the vertical type, and (3) the pyramid type is presented. Each is discussed, not as definitive proposals, but rather as a basis for study and discussion. The study was written in the hope that it will stimulate public and professional discussion leading to the creation of the first urban educational parks. Also included is a section on the criteria to be used for selection of a site for an educational park. (RK)

ED 030276

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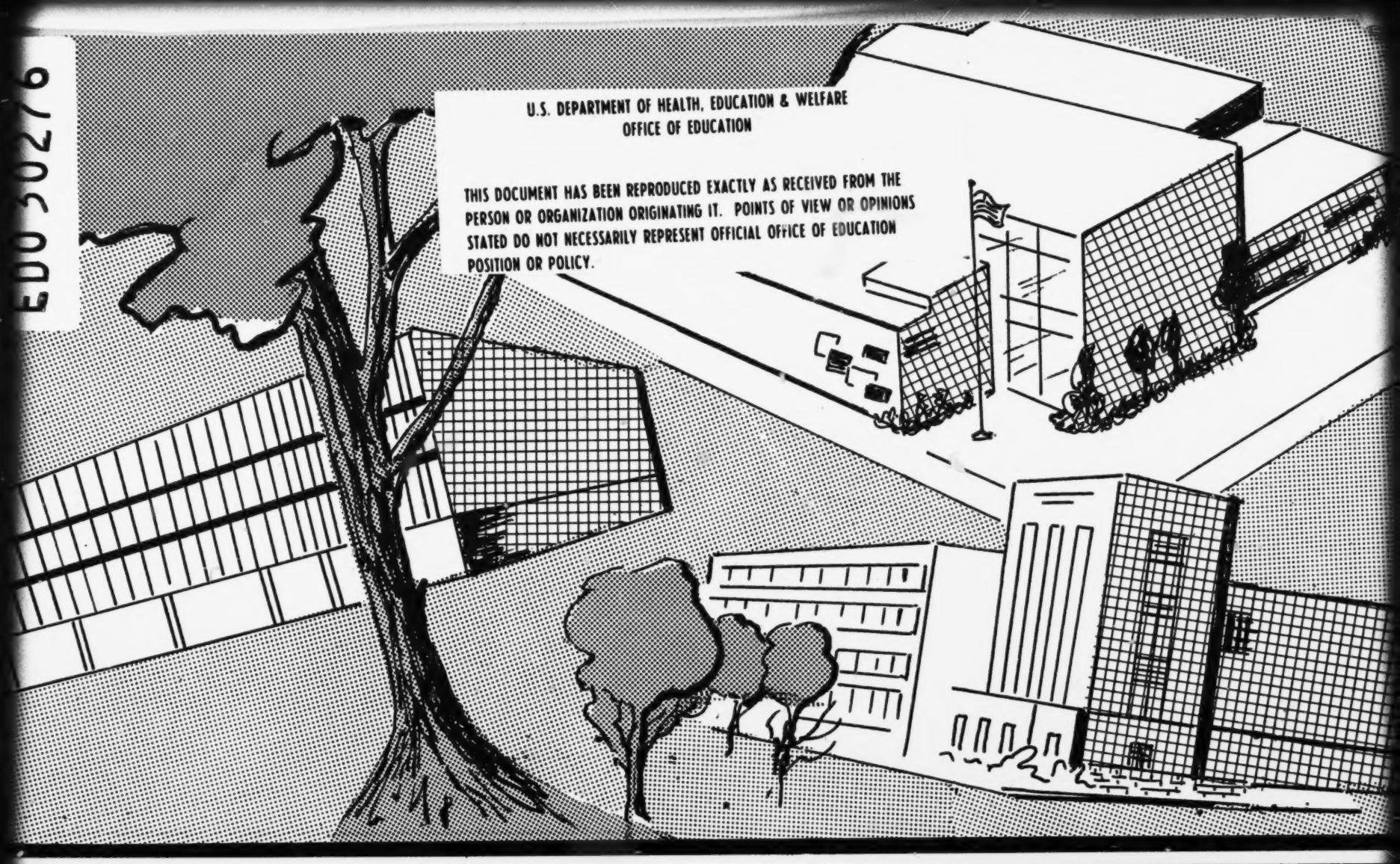

The Educational Park in New York City

EF003286

CONCEPT FOR DISCUSSION

BOARD OF EDUCATION OF THE CITY OF NEW YORK

April, 1965

BOARD OF EDUCATION

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INTRODUCTION

One of the important sections of the "Blueprint for Further Action Toward Quality Integrated Education" was a study outline of a plan for an educational park drawn up by Assistant Superintendent Jacob Landers and Planning Director, Adrian Blumenfeld. It was clearly indicated that:

--the material was presented not as a proposal for implementation but as an outline for study and discussion.
--A public hearing would be held to receive the reactions of interested citizens and groups.
--A decision would be reached with regard to the educational park concept by the end of June 1965.

Decisions with regard to other sections of the "Blueprint" will be reached on April 28. Therefore, in the interests of more effective organization of time, discussion of the educational park concept was not heard at the open meeting of the Board of Education on April 14. This permitted fuller discussion of the other important sections. On some date in May or early June, an open meeting of the Board of Education will be held to deal solely with the question of the educational park.

This outline has caused so much interest that it has been reprinted in its entirety so as to permit the widest possible distribution. The original outline included only one type of educational park, the horizontal organization. In order to direct public attention to the many possibilities of the new concepts, illustrations of two other types - the vertical and the pyramid - have been included. Additional copies may be secured from Education Information Services and Public Relations, Board of Education, 110 Livingston Street, Brooklyn, New York, 11201.

It must be clearly understood that the specific sites mentioned in the outline have been selected for use as examples or models. They are not necessarily the best nor the most available sites, nor are they the only ones which are possible. Other sites which may be feasible are the World's Fair area or the Queens College area in Queens, the Navy Yard area in Brooklyn, and a number of others.

It is desired therefore that the discussion should direct itself to the educational park as an idea or a generalized possibility, rather than to the strengths or weaknesses of the particular site used as a model. If the concept of the educational park has merit, then it should be developed regardless of the inadequacies of the specific site. If it is without merit, then the availability of land is of little importance.

The purpose of this public and professional discussion is to inform the public as fully as possible, and to shed light upon a new and far reaching concept. It is hoped that the discussion will proceed with this goal in mind.

Bernard E. Donovan
Acting Superintendent of Schools

STUDY OUTLINE

OF A PLAN FOR AN EDUCATIONAL PARK

I. HISTORY

In the Interim Report of December 3, 1963, "Progress Toward Integration," the Superintendent of Schools stated: "A study is also being made of the possibilities of an educational park on a single large site." This study was conducted by a committee of Associate and Assistant Superintendents, together with the head of the Division of School Planning and Research under the chairmanship of Fred Schoenberg, Associate Superintendent of Schools (retired). The committee report, which was presented to the Superintendent of Schools on February 3, 1964, gave both the advantages and disadvantages of an educational park. It concluded, "while the 'educational park' concept has certain possibilities for improving integration, the plan must be assessed as it would work out in practice. It does not appear that the advantages outweigh the disadvantages."

Discussions continued with reference to the merits of the educational park concept. Assistant Superintendent in charge of integration activities, Mr. Jacob Landers, met with many community groups in order to explore the dimensions of the concept, while Mr. Adrian Blumenfeld, head of the School Planning and Research Unit, continued his research with reference to site selection criteria for an educational park and specific possible sites within the city which might best fit these criteria. In April, plans were formulated for a two-day conference to be sponsored by the Board of Education and supported by a grant from the Field Foundation.

These efforts were given fresh impetus by the report of State Commissioner Allen's Advisory Committee on Human Relations and Community Tensions on May 12, 1964 entitled "Desegregating the Public Schools of New York City." This report, which soon became known as the Allen Report, made the following suggestion:

> "We recommend further that, as soon as possible, the middle schools should be located in educational parks so situated as to provide children in as many parts of the city as is feasible, the experience of attending a genuinely integrated school during their middle school years. We recognize that for reasons previously pointed out, it may not be possible for some time to assure every child such an experience, but our objective is to bring it about for the greatest possible number. This we think can be accomplished by locating groups of middle schools on large sites designed to accommodate perhaps 15,000 children with administrative units organized so that each child will be a member of a school enrolling 500 to 1,000 pupils. The most practical location for such schools would be in areas where a suitable number of minority group children can be drawn from existing ghetto neighborhoods into parks which will also enroll children from white neighborhoods."

"Eventually, educational parks housed in newly developed structures on cleared sites should replace single middle schools with their educational complexes."

On June 23rd and 24th, 1964, probably the first full-dress discussion of the educational park concept by a large professional and lay group was held at Arden House, Harriman, New York. The participants included members and staff of the Board of Education, representatives of civil rights and other community organizations and interested public agencies. Indeed, it seems fair to say that they represented the broadest possible base of informal professional and lay thinking. Speakers included Dr. Harold Gores, President, and Dr. Cyril Sargent, Program Specialist, of Educational Facilities Laboratories, Inc.; Dr. George B. Brain, Superintendent of Schools, Baltimore, Maryland; and Dr. Robert A. Dentler, Executive Officer, Institute of Urban Studies. The proceedings of the conference were summarized by Dr. Nathan Jacobson under the title "An Exploration of the Educational Park Concept."

The integration plans for 1964-1965, summarized under the title "Action Toward Quality Integrated Education," stated that "this conference will it is hoped lead to the formulation of appropriate proposals and staff implementation." The conference did indeed result in more intensive exploration and more precise definition of the whole idea, so that the staff was able to continue its practical research. In this process, more than a dozen different sites have been considered, and at least a half-dozen different organizational patterns have been developed in order to explore the educational parameters of the park concept. Study is now at the point where there is staff agreement with reference to the sites and the school organizations which seem to offer the greatest possibilities for success.

II. CRITERIA FOR SELECTION OF A SITE FOR AN EDUCATIONAL PARK

A. Integration

It should be so located as to serve students of diverse ethnicity, roughly representive of the ethnic composition of the local communities from which these students are drawn. In the short run, priority should go to students who would otherwise attend schools which tend to be ethnically segregated because of housing patterns. In the long run, however, priority must be given to the aim of strengthening the integration of the local communities being served.

B. Educational and Sociological Soundness

It should be so located as to maximize the educational, social, and economic advantages which are inherent in the concept of the educational park, and which are explained in greater detail in Section VII below.

C. Land Availability

It should be possible to acquire comparatively large tracts of land without excessive condemnation of sound property, extensive relocation needs, unduly great loss of assessed valuations, or wide destruction in thriving communities. In short, the net impact of the establishment of the educational park should be as great an improvement as possible in the total area being served.

D. Flexibility

There should be opportunities for expanding or changing the educational park so as to include additional schools with the same grade structure, or different school organizations, or community organizations and the like. It should also be possible to introduce the educational park with a minimum disruption or loss of existing facilities and services.

E. Economy

The site should lend itself to economy of construction and/or operation.

F. Stability

There should be a reasonable hope for population stability with reference to numbers of pupils being served and possibilities for integration.

G. Transportation

It should be centrally located with reference to the student population and communities being served, and with reference to transportation routes -- bus, or common carrier.

H. Proximity to Pupils

It should be centrally located to draw on an extensive pupil population in the grades to be served immediately or in the future without excessive travel time.

III. TYPES OF EDUCATIONAL PARKS

Three different types of educational parks are presented for public information and discussion:

-- The horizontal organization, in which the educational park consists of a large number of schools of one level, such as elementary schools or middle schools, or high schools. In the model selected, junior high schools have been selected.

-- The vertical organization, in which the educational park consists of a single elementary school, a single junior high school, and a single high school. The area serviced by these schools becomes larger as one moves up the ladder of organization, so that the high school serves a much larger area than the elementary school.

-- The pyramid organization, in which the educational park consists of a large number of elementary schools, a smaller number of junior high schools, and one of the high schools. In this way, the geographical area serviced may remain relatively constant.

These models are not mutually exclusive. In a city of the size and variety of New York, it is quite possible that all three types may be appropriate for different communities and at different times, and meet the particular needs which exist in specific areas.

IV. THE HORIZONTAL ORGANIZATION

It has been suggested that the first educational park should include only junior high schools or middle schools, at least in the beginning. There is no intention of limiting future growth and development, or of preventing future changes in organization. It is argued however that at the present time it may be desirable to restrict attendance to pupils in grades 5 or 6 through 8, for the following reasons:

A. Most authorities agree that the neighborhood primary unit is the most desirable arrangement for younger pupils, and that within reasonable distances or traveling time schools for these children should be kept close to home. This recommendation is contained in the Allen Report.

B. The Allen Report further recommends that educational parks should be composed of middle schools (or junior high schools).

C. On the secondary level, the need for integrated schooling is greatest at the middle school level. A much greater proportion of high schools is well integrated than is true of junior high schools. In addition, with the movement toward open zoning of high schools, this problem at the high school level will tend to be self-correcting.

D. The middle school pupils will be better able to take advantage of the special features of an educational park than younger children.

E. The existing middle school buildings are more adaptable to a variety of uses than either elementary or high school buildings.

F. High schools cover such wide geographic areas that it does not seem wise to include them at this point. This will tend to minimize travel time.

G. The inclusion of middle or junior high schools is entirely consistent with the movement to the four-year comprehensive high school.

H. Flexibility is greatest for organizational purposes within the middle or junior high school.

The site which seems to meet best the criteria which have been established is located in Brooklyn, between E. 100th Street and E. 107th Street, and between Farragut Road and Avenue D (see Exhibit A). It is situated adjacent to four rather well-defined neighborhoods - Brownsville, Canarsie, East Flatbush and East New York. The reasons for the selection with reference to the established criteria are as follows:

A. Integration

The ethnic composition of the communities to be serviced and of the schools indicated a balanced school population within the educational park. At the present time, the Brownsville schools are attended almost entirely by children who are Negro or Puerto Rican; the East Flatbush and East New York areas are either largely white or in transition; and the Canarsie community is largely white.

B. Educational and Sociological Soundness

By the standards established in Section VII below, it seems clear that this site can be a very powerful aid in securing quality integrated education and in building a community.

C. Land Availability

This huge tract of approximately 90 acres is vacant city-owned land set aside for development as a new Brooklyn market. It may be possible to acquire a considerable portion of this land for public purposes.

D. Flexibility

The site is large enough and the available student population sufficiently varied as to provide opportunities for expansion or changes in organization.

E. Economy

The factors of available public land, concentration of pupils, ease of transportation, and possibility of Urban Renewal funds increase the possibility for fiscal economy. Also, as indicated below, full use can be made of existing structures, and some of the capital building funds can be diverted from other planned schools which will no longer be needed.

F. Stability

There seems to be a likelihood of stability with reference to the numbers of pupils being served and their ethnic composition. For example, demographic projections based on social and economic factors seem to predict little change in the ethnic character of the Canarsie or the Brownsville areas. The East New York area most proximate to the site being considered seems likely to gain white pupils as a result of planned construction such as Fairfield Towers (1150 apartments), Meadowland Estates (5500 apartments) and Park Shore Village (5850 apartments). On the other hand, the East Flatbush areas will most probably gain minority group residents while losing white population, so that whatever ethnic balance is established will probably be maintained.

G. Transportation

The tract is located directly in the path of the BMT Canarsie line, only a few stops from the major junction of Broadway-Eastern Parkway. It is also served by a network of bus lines. (see Exhibit A). Children using the BMT in the morning would be traveling against the major flow of traffic. Travel by bus to and from the site is rather rapid.

H. Proximity to Pupils

There is a high concentration of pupils of middle school age in the communities being served. The six most proximate junior high schools have a present register of close to 10,000 in grades 7 to 9 and are within a mile and a quarter of the tract.

It is not possible at this time to state with finality which geographic areas ought to be included within the school zone. Nevertheless, it is suggested that the following schools might well serve as a basis for discussion and evaluation since they meet the criteria for the creation of a viable educational park: J-68, 211, 252, 263, 275, 285. All six schools are approximately within a one-mile radius of the site (see Exhibit A). Population and ethnic data for the schools are as follows:

School	Enrollment	Negro	Puerto Rican	Others
J-68-K	1734	191	89	1454
J-211-K	1973	317	83	1573
J-252-K	1398	533	415	450
J-263-K	1599	924	642	33
J-275-K	1270	710	374	186
J-285-K	1589	176	52	1361
Totals	9563	2851	1655	5057
%	100	30	17	53

The following building changes are suggested, contingent upon the selection of the schools listed above:

J-68-K - to be converted to elementary school use to provide needed added capacity

J-211-K - to serve as an annex to Canarsie High School, which is only four short blocks distant. In view of the movement to a four-year high school, this space will be badly needed.

J-252-K - to be converted to elementary school use to provide relief for overcrowded Brownsville schools and, later on, East Flatbush schools.

J-263-K - to be converted to elementary school use to relieve overcrowded Brownsville schools.

J-275-K - to be converted to elementary school use to relieve overcrowded Brownsville schools.

J-285-K - to serve as an annex to Tilden High School, which is across the street.

As indicated above, high school space is badly needed.

It will also be possible immediately to eliminate the following projects from the Building Program of the Board of Education:

P-245-K - in vicinity of J-263-K ("a" money)

P-363-K - in vicinity of J-68-K ("b" money)

P-361-K - in vicinity of J-275-K (long range plans).

With existing building practices, it would require a minimum of 12 acres to house these 9500 pupils and an additional 6 acres for recreational space, at a total cost of approximately $27,000,000. The economies resulting from the availability of land, the sharing of facilities, more economical use of space, mass building practices, and the like should lower this cost considerably. Of course, there will be some added expenses resulting from conversions of buildings, but hardly enough to offset the savings. It is also possible that funds may be available in the form of federal grants from the Urban Renewal Administration.

The use of 18 acres is based upon present building programs. However, an education park, if it is to carry out its educational, recreational, and social purposes, will require much more land than this. These greater space requirements, while adding immeasurably to the significance of the educational park, would not under existing conditions add a great deal to the cost.

V. THE VERTICAL ORGANIZATION

It has been suggested that a site in the Marble Hill area lying within two boroughs, Manhattan and the Bronx, might be an excellent location for an educational park of the vertical type of organization.

There are approximately 900,000 square feet of property in the vicinity of the New York Central Yards at Kingsbridge which present a rare opportunity for creating an educational center of the highest quality with the greatest promise for the establishment and retention of a balanced ethnic population (see Exhibit B). Particularly in Manhattan, but increasingly in the Bronx, Brooklyn and Queens, large tracts of land are simply not available at reasonable costs in areas which give promise for a viable educational center. When such opportunities do present themselves, therefore, the Board of Education should take advantage of them and to exploit all their inherent possibilities.

As mentioned above the site under consideration constitutes approximately 22 acres. However, the New York Central Railroad has been guaranteed an easement which will be created by relocating one of its tracks to the extreme eastern end of the property adjoining Teunissen Place and Terrace View Avenue (see Exhibit C). This easement will cover approximately 100,000 square feet thus reducing the available total site to approximately 800,000 square feet or slightly more than 18 acres.

This land may be utilized for an experimental educational park encompassing the following installations:

1. The John F. Kennedy High School
2. New Junior High School 32, Manhattan
3. New Public School 179, the Bronx

The current status of these projects is listed below:

Project	Present Status	1965-66 Budget Request
John F. Kennedy H.S.	Site Acquisition and Planning	Construction
J.H.S. 32, Manhattan	Program	Site Acquisition
P.S. 179, the Bronx	Program	Program

Because of the nature of the installations, the functions of the various elements cannot be spelled out in any exact manner at this juncture. However, generally speaking, the John F. Kennedy High School is intended to serve the excess high school population on the west side of Manhattan as well as the high school population in the Riverdale neighborhood. In view of the location of the site there is good transportation access from both of these neighborhoods by Rapid Transit subway facilities. The Seventh Avenue-Broadway Line of the IRT subway has stations at 225th Street and 231st Street within a short distance of the site area. Bus transportation from the Riverdale community is also within easy reaching distance of the site. It is this ready accessibility to two areas of widely differing ethnic population groups which makes for the greatest

promise for an ethnically balanced school population. It is proposed to construct the John F. Kennedy High School with a 4,000-pupil capacity.

Junior High School 32, Manhattan is intended to relieve projected overcrowding in J. H. S. 136, J. H. S. 43, and J. H. S. 164 and to serve new housing in the Central Harlem North, Hamilton Grange, Washington Heights area. However, a school so organized would inevitably be de facto segregated were its location confined to the communities described. In view of the relative ease of access to the Kingsbridge Yard site through subway transportation from the south and surface transportation from the north, this site would be a "natural" location for an integrated junior high school. It will, of course, be necessary to rezone the existing J. H. S. 141 and possibly J. H. S. 143 (both Riverdale schools) in order to achieve appropriate ethnic distributions, but in view of the proximity of the site to both of these schools this should not present any overwhelming obstacles. J. H. S. 32 will be built with an 1800-pupil capacity.

The constantly expanding growth of the Riverdale neighborhood reflected in the necessity for an addition on P. S. 24, the Bronx and the elimination of elementary facilities in J. H. S. 141, The Bronx, will, in our estimation, continue for the foreseeable future and will warrant additional elementary school facilities in Riverdale. It is hoped, therefore, to locate P. S. 179, The Bronx, on this site so that it can serve in the area of greatest concentration of pupils in Riverdale and at the same time be readily accessible to those areas of north Manhattan which have shown the greatest overutilization at the present time. This school should have a 1200-pupil capacity.

As to the distribution of the land, it is recommended that, because of problems of access to the site from the east, the high school should be situated in the southern section. This will require approximately six acres for the building and from six to eight acres for the athletic field depending upon the orientation and extent of its constituent elements (baseball diamond, running track, football gridiron, tennis, basketball, etc.) The junior high school and the elementary school should be located in the northern section bordering on West 230th Street where problems of access are not serious and where, consequently, the younger children will have less difficulty in approaching the area. This will have the additional advantage of creating the minimal needs for private bus service. It is estimated that for a junior high school and an elementary school in this area approximately four acres would be required with space set aside for auxiliary elementary type playground including kindergarten facilities (see Exhibit C).

While the foregoing system of schools would occupy the major portion of the approximately 18 acres available on the site, some land should be set aside to form a buffer between the junior high-elementary school and the high school. This land might be held for two possible purposes; (1)as the potential expansion of elementary or junior high school facilities in the event that increasing pupil enrollments makes these desirable or (2) the Borough Presidents of both The Bronx and Manhattan have shown great interest in the possibility of developing

a portion of the site for a special public recreational facility. This might take the form of a community center or swimming pool or a combination of these and other facilities.

The Site Selection Board, at the request of the Board of Education, has approved the site of the John F. Kennedy High School. It would now be necessary for the Board of Education to recommend the assignment of the remainder of the property for the functions outlined above.

The three schools would form a new type of organizational matrix which would serve two distinct and separate ethnic communities. It would bring together in one area pupils from the Riverdale community from fundamentally middle and upper income white background with those of predominantely Negro and Puerto Rican background in Manhattan in an educational community of the latest structural and organizational design. It would permit staff experimentation in a wide variety of educational techniques by virtue of the installation of necessary physical facilities not presently available in existing structures. It would enable the various school divisions to work closely and harmoniously for the best possible articulation through the maximum use of guidance personnel and other special services. It would, in short, provide the physical wherewithal for observing, guiding and evaluating educational growth of pupils from the earliest elementary grades through to the completion of their high school years in a truly integrated community of the highest educa tional quality.

VI. THE PYRAMID ORGANIZATION

Co-op City, a planned community of approximately 15,500 families, will be located on the former site of the Freedomland Recreational Park, east of the New England Thruway and west of the Hutchinson River Canal and Pelham Bay Park in the Northeast Bronx. This area would seem to be very well suited for an educational park of the pyramid type of organization. (See Exhibit D)

It is suggested that a school site of approximately 30 acres bordering on the New England Thruway be carved out to serve the communities of the new Co-op City and the adjoining North Bronx community which includes the Edenwald and Baychester Houses. The new site will be within walking distance of the Baychester Avenue Station on the Dyre Avenue Line. Transportation from the west is by surface carrier and it is expected that within the Co-op City area additional bus transportation will be provided. It is expected that the Co-op City housing will be middle income and probably largely white in character. To the west there is a community in transition with extensive minority population concentrations. The accessibility by way of subway to the Morrisania and Tremont communities gives additional promise for further integration prospects. It is hoped to install one high school, two junior high schools and three elementary schools within the Educational Park site. The total capacity will be approximately 10,000 school children. While the elementary children will be recruited very largely from the Co-op City development, the junior high schools and the high school are planned to serve the development and surrounding communities going as far afield as the South Bronx. In view of the number of installations possible and the size of the site available, it should be possible to experiment on a more ambitious basis with those techniques of organization and administration which are said to enhance the educational values of the Park concept.

VII. EDUCATIONAL JUSTIFICATION

Some of the significant problems faced by schools today stem from poor ethnic balance; others arise from the desirability of establishing an environment in which innovation and education of high quality can flourish. Many observers believe that to solve current problems effectively a new organization of school facilities must be fashioned which will complement and perhaps for some children even replace the neighborhood school.

The concept of the educational park has been presented as a promising solution. It has been defined as a clustering of educational facilities in a campus-like setting, utilizing centrally organized common facilities and drawing its student body from a larger community. From an administrative point of view, it is a device through which a number of formerly separate units are grouped together on a common campus or in a common building,

with a minimum of central control. In order to achieve maximum decentralization, the functional bases for administration would be buildings, units, or schools of perhaps 500 or at most 1000 pupils.

The educational park concept has validity because it aims for better and higher quality education for all children. In some quarters attempts have been made to present the possibility of integration as its sole justification. Nothing could be further from the truth. This new idea attempts to create an educational structure which can break the shackles of the past and create new forms and new procedures more relevant to education in an atomic age.

This is not to imply that the staff is committed to the idea; but it is to say that the staff is excited by the possibilities. The education park concept may well be one path to the achievement of quality integrated education.

The advantages claimed for the education park may be summarized as follows:

1. Organizational Advantages

   a. Better utilization of building space, and elimination of unused space.

   b. Greater safety and protection of children, since the area can be more easily safeguarded.

   c. Availability of space for parking.

   d. Better articulation with lower and higher schools.

   e. Better grouping for instruction since there will be more pupils in a grade.

   f. Equalization of class size.

   g. Elimination of much of pupil transfer problem, from one school to another.

   h. More equitable distribution of special problems (e.g. behavioral).

2. Maximum Opportunity for Decentralization

3. Greater Opportunity for Division of Labor and Consequently More Efficient Service to Children

   a. Greater internal specialization in such areas as science, foreign languages, art, music and the like.

b. Ability to service within the complex children with special abilities or disabilities.

c. Use of special teachers and classes for a greater number of pupils, classes, or units.

d. Better use of special services, such as psychological or psychiatric help, social workers, librarians, and remedial teachers.

4. Greater Opportunity for Educational Innovations and Consequent Benefits

a. Possibility for innovation and originality resulting from new organization and buildings - closed-circuit TV, automated equipments, language labs, team teaching, programmed instruction, non-graded instructional groups, etc.

b. Greater opportunities for individualization of instruction.

5. Equalization of Conditions

a. Reduction of teacher mobility, and equalization of teacher experience in school units.

b. Decentralization of assignment of teachers.

c. Equali zation of all resources.

d. Equalization of such factors as size, utilization, and materials.

6. Opportunity for Special Facilities

It will be more possible to establish special facilities of high quality, such as gymnasiums, libraries, summer camps, remedial centers, swimming pools, music centers, museums, and the like.

7. Economy

a. Economy resulting from sharing and greater use of facilities, faculties, special staff, and play space.

b. Economies resulting from centralization of such functions as lunch service, clerical services (computer use), heating, delivery of supplies.

c. Economies in construction, such as reduced architect's fee

8. Higher Quality Integrated Education

   a. Elimination of segregated schools.

   b. Positive effect on stabilization of communities.

   c. Reflection in schools of full range of community diversity.

   d. Positive effect on integration of communities.

   e. Better preparation of students for life and study in high schools.

   f. Expansion of spatial horizon of the lower-class child by getting him out of his neighborhood.

9. Greater Community Understanding and Participation

   a. Greater use of facilities by community for adult education, vocational training and recreation.

   b. Greater possibilities for out-of-school, week-end, and summer pupil activities such as Little League and Boy Scouts.

   c. Possibility of including such community services as museums, parks, little theatre, and opera house.

   d. Probability of better inter-community relations, since parents, children, and teachers will become better acquainted.

   e. Greater community pressure for improved schools, since the entire community will be fighting together.

   f. Gain for pupils and parents of membership in a larger, more diverse educational and social community.

VIII. SUMMARY

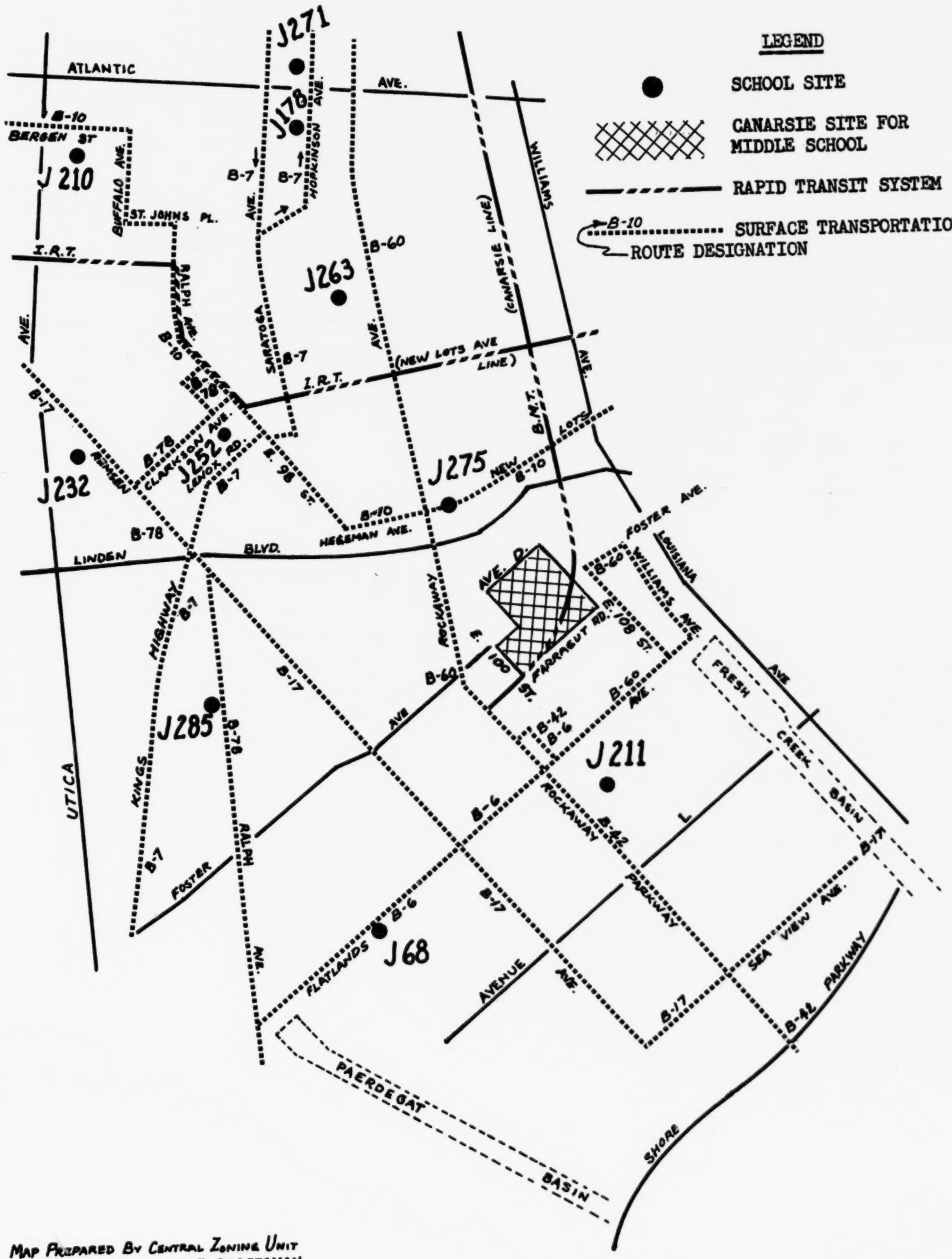
The foregoing discussion is a study outline plan for three different kinds of educational parks - the horizontal type, the vertical type, and the pyramid type. They are presented, not as definitive proposals, but rather as a basis for study and discussion.

It is also true that what has been presented is only the barest skeleton of a plan. Many problems remain unresolved. If one of the types is accepted as a basis for future action, then a fleshed-out model should be developed with funds from public or private sources. The planning team should include social scientists, engineers, health and welfare specialists, architects and city planners as well as educators. Representatives of a broad cross section of the public should be involved in the planning as an advisory board - colleges and universities, business men, teachers, civil rights and other community groups, parents associations, foundations, health and welfare groups, and others.

The education park concept is only one of the many avenues leading to the achievement of quality integrated education, and cannot be considered apart from other steps which may be taken. Nevertheless, it is a new and creative idea which in the judgment of many objective educators is highly responsive to the needs of education in modern urban society. This study outline is presented in the hope that it will stimulate public and professional discussion and, if it is favorably viewed, that it will lead to the creation of the first urban education parks.

EXHIBIT A

CANARSIE SITE FOR MIDDLE SCHOOL



MAP PREPARED BY CENTRAL ZONING UNIT
FRED H. WOODRUFF C.E. DRAFTSMAN

EXHIBIT B

LOCATION OF KINGSBRIDGE SITE FOR EDUCATIONAL PARK

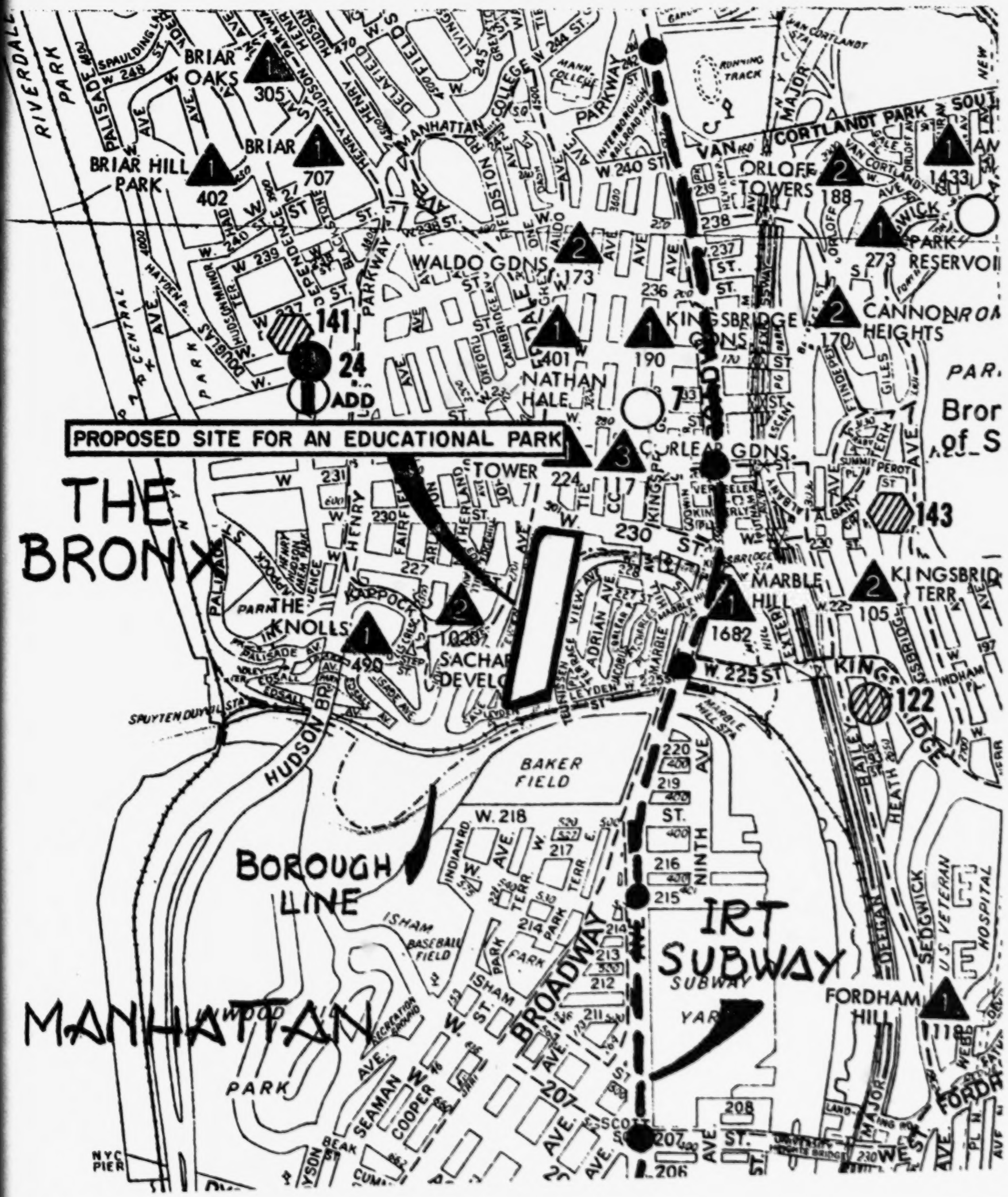
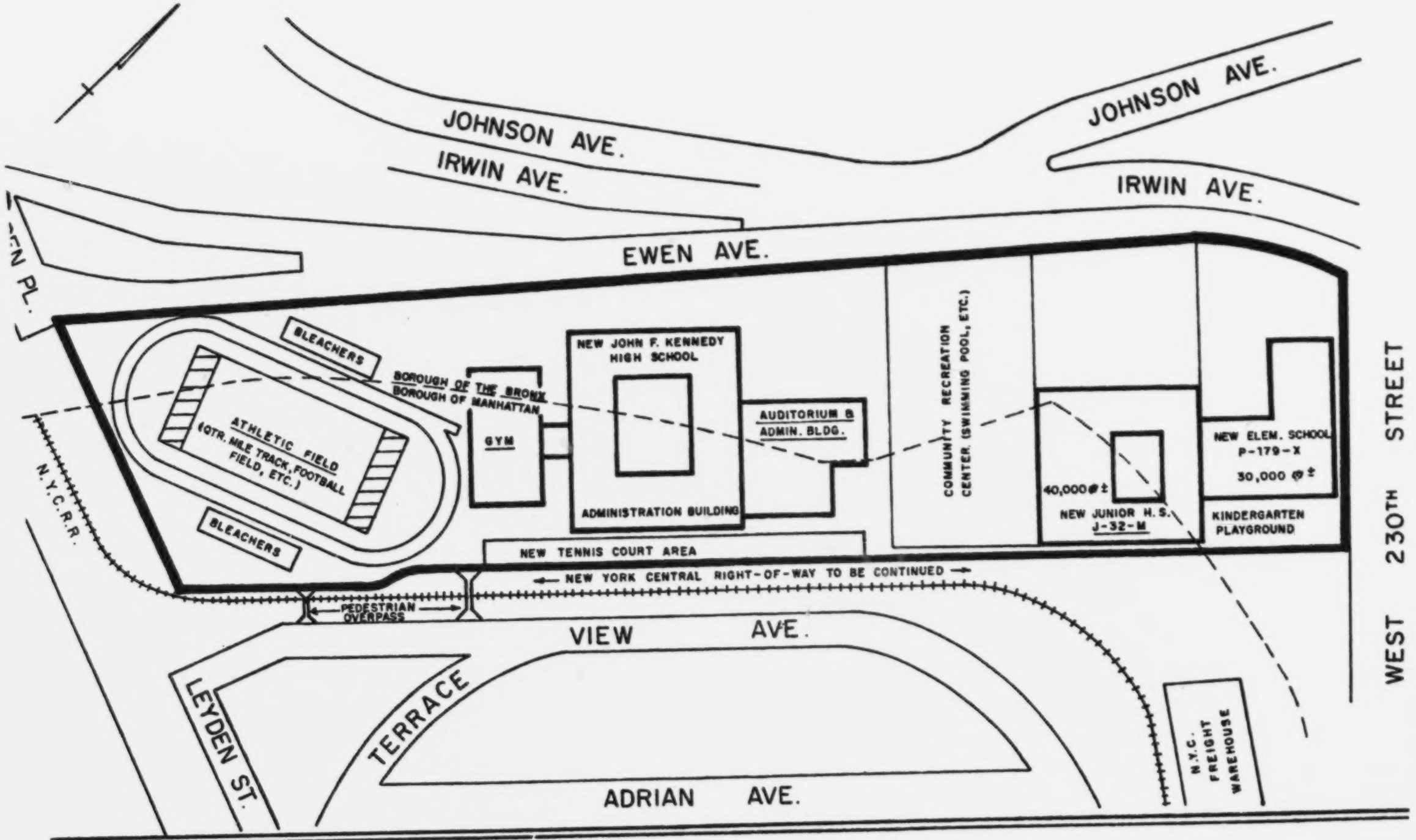


EXHIBIT C

AN EDUCATIONAL PARK



PROPOSED DEVELOPMENT KINGSBRIDGE SITE

JOHN F. KENNEDY HIGH SCHOOL : JUNIOR HIGH SCHOOL 32 M. : PUBLIC SCHOOL 179-X

APPROXIMATE ACREAGE – 19

SCALE 1" = 200'

EXHIBIT D

FREEDOMLAND CO-OP CITY VICINITY